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ABSTRACT

This tenth in a series of eleven learning modules on program planning, development, and evaluation is designed to acquaint secondary and postsecondary vocational teachers with student follow-up procedures and help them to develop skill in planning and conducting a student follow-up study. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required readings (e.g., planning and conducting a follow-up study, developing follow-up questionnaires, interpreting and reporting follow-up data), self-check quizzes, model answers, a questionnaire checklist, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

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ED149174

MODULE

A-10

Conduct a Student Follow-Up Study

MODULE A-10 OF CATEGORY A—PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Follow-up studies of former vocational students, whether they completed the program of training or for some reason did not complete it, can serve several useful purposes. Contacting former students provides an excellent opportunity to (1) identify the careers these students entered which are directly and indirectly related to the training they received, (2) identify their plans for further education, and (3) obtain their suggestions for program improvement. Useful information for guidance and counseling purposes can also be obtained.

In a broader sense, the data collected through a follow-up study of former students are a means for a partial evaluation of each occupational offering and, when combined for all program offerings, for the total vocational education program. The data can help answer the queston of how well the vocational education program is meeting certain aspects of its stated goals and objectives.

You, as a vocational education teacher, will likely have major responsibility for either conducting a student follow-up study yourself or for working with a team of other vocational teachers and administrators. Thus, this module is designed to acquaint you with follow-up procedures that should be followed and give you skill in planning and conducting a student follow-up study.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, conduct a student follow-up study. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 61–62 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in planning and conducting a student follow-up study (*Learning Experience I*).
2. After completing the required reading, develop or adapt a questionnaire which could be used to obtain information from former students described in a given case study (*Learning Experience II*).
3. Given sample former student follow-up data, summarize, interpret, and report the data (*Learning Experience III*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Paul, Krishan K. *A Manual for Conducting Follow-up Surveys of Former Vocational Students*. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1975.

Learning Experience II

Optional

Reference: Orlich, Donald C. *et al. Guide to Sensible Surveys*. Olympia, WA: Research Coordinating Unit, Washington State Commission for Vocational Education, 1975. ED 112 017

Reference: Babbie, Earl R. *Survey Research Methods: A Cookbook and Other Fables*. Belmont, CA: Wadsworth Publishing Co., 1972.

Learning Experience III

Optional

Reference: Orlich, Donald C. *et al. Guide to Sensible Surveys*. Olympia, WA: Research Coordinating Unit, Washington State Commission for Vocational Education, 1975. ED 112 017

Reference: Strunk, William, Jr. and E. B. White. *The Elements of Style*. Second Edition. New York, NY: Macmillan Company, 1972.

Reference: Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Fourth Edition. Chicago, IL: University of Chicago Press, 1973.

A vocational teacher experienced in summarizing, interpreting, and reporting follow-up data with whom you can consult.

Learning Experience IV

Required

An actual school situation in which you can conduct a student follow-up study.

A resource person to assess your competency in conducting a student follow-up study.

This module covers performance element numbers 46–48 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

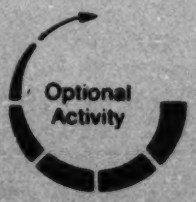
For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the steps and procedures involved in planning and conducting a student follow-up study.

You will be reading the information sheet, Planning and Conducting a Student Follow-Up Study, pp. 6–18.



You may wish to read the supplementary reference, Paul, *A Manual for Conducting Follow-up Surveys of Former Vocational Students*.

You will be demonstrating knowledge of the steps and procedures involved in planning and conducting a student follow-up study by completing the Self-Check, pp. 19–21.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 23–24.

Activity

For information on the basic procedures and techniques for planning and conducting a student follow-up study, read the following information sheet:

PLANNING AND CONDUCTING A STUDENT FOLLOW-UP STUDY

The focus of most program improvement efforts should be on the product, or the **outcomes**, of the educational program. This emphasis demands that we look at the **former students** of that program to help us determine its effects. One excellent way of securing information about former students is to conduct a follow-up study.

What Is a Follow-Up Study?

A follow-up study is a procedure for collecting pertinent data from or about individuals after they have had similar or comparable experiences. It is important to remember that "follow-up" implies the collection of data about something which has already taken place. In other words, **students** are asked to look back and consider how the program in question either prepared them or failed to prepare them for their future work.

Employers are also often asked to assess the training programs in which their employees received training. The following information refers to planning and conducting a **comprehensive** follow-up study of former vocational students. Such a study often includes securing information from the employers of former students as well as from the former students themselves.

It should be noted that follow-up studies do not provide all the answers needed for evaluating educational programs. They are, however, usually one important component of a larger design for evaluating the total educational endeavor.

Why Conduct a Follow-up Study?

The decision to conduct a follow-up study should evolve from the objectives of the **total program evaluation effort**. Once the objectives of the evaluation effort have been determined, one can begin to identify the kinds of information needed to answer questions about how well the vocational program objectives are being achieved. Several techniques and procedures may be necessary to collect all the information needed. A former vocational student follow-up study is likely to be **one** of the procedures selected and/or required in the evaluation process.

Generally, a follow-up study is used to obtain information about the extent to which the objectives of the vocational program are being met. Follow-up studies serve a very useful purpose in eliciting reactions from former students about how well the vocational education program prepared them for entry-level employment. Important information may be obtained about questions such as—

- What training received was important to them?
- What training was unimportant?
- What suggestions for improving the vocational programs do they have?

Some of the major reasons for conducting follow-up studies are as follows.

- to determine the number and kinds of employment which former students entered locally and regionally on a part-time or full-time basis
- to learn the extent to which former vocational students have made use of their vocational training
- to discover the extent of occupational mobility among former students
- to obtain information from former students as to the adequacy of their training
- to ascertain why some former students dropped out before completing training
- to determine how the school could be of further assistance to the former students relative to counseling, training, and/or placement
- to discover the extent to which former students are taking advantage of available postsecondary and adult occupational training opportunities
- to determine the occupational difficulties encountered by former students

It should be remembered that information obtained from follow-up studies has some limitations because the respondents generally have a limited knowledge of alternatives, and each respondent reacts from a different frame of reference. One important factor to keep in mind is that respondents will be reacting to the vocational program **as they knew it.** If changes have been made since the former students left the program, they may be unaware of them. Hence, the interpretation of data and comments from students must take these changes into account.

A common reason for conducting follow-up studies has been to make **program comparisons.** Comparisons have been made of vocationally trained graduates versus nonvocationally trained graduates on measures such as job satisfaction, earnings, and job stability. Extreme caution should be exercised in making such comparisons, however, because basic differences in programs and student characteristics may invalidate them.

Who Should Be Involved in Follow-Up Studies?

Vocational teacher.—You, the vocational teacher, will generally be involved in determining the objectives of the follow-up study, as well as the type of data to be gathered and the method(s) to be used to meet those objectives. In any school, the teacher has the most regular contact with the students. The teacher will have a "feel" for general attitudes in the classroom and will be able to point to curriculum areas which seem to be successful or unsuccessful from the point of view of the student.

The teacher will likely have the confidence of most students and will already be receiving informal feedback from former students and students currently enrolled. The teacher is in a position to develop positive attitudes toward evaluation in students and parents and to acquaint students with the importance of responding to follow-up studies after they have left the vocational program.

School administration.—The school administrator is as important to any evaluation effort as the teacher. In some secondary institutions, the board of education has adopted policies that permit the school principal to determine whether the school will conduct a follow-up study.

The principal also has an important role in developing a positive attitude toward the follow-up study within the faculty. The principal has the prerogative of scheduling time to be spent on evaluation projects and can allocate office time, personnel, and other resources to be utilized. The school administrator is vital in maintaining liaison between the school and the board of education, and between the school and the state education agency. Seldom will an evaluation activity of any kind succeed without strong administrative commitment to the effort.

The school administration will find several uses that can be made of the findings of a follow-up study. A few of these uses might include revising program offerings, upgrading vocational facilities, replacing outdated equipment, and adding student services such as job placement.

School counselor(s).—The school counselor(s) should be very interested in the results of an evaluation effort. The results of a carefully planned and executed follow-up study in conjunction with other aspects of evaluation will provide much useful information for vocational counseling. The follow-up study provides information of immediate concern to students, since it is derived from former students who have already completed studies in a curriculum in which these currently enrolled students are involved or interested.

The school counselor is another logical person to participate in the formulation of objectives for a follow-up study. The counselor can also help select the groups to be surveyed, determine the type of data to be obtained, and help in constructing the questionnaire(s) to be administered. In addition to knowing the personal characteristics of former students, the counselor also should be familiar with the socio-cultural patterns prevailing in the community. The counselor will be able to suggest the best approach to use with former students. He/she will be able to advise in the selection of a questionnaire format and in the development of cover letters to ensure that the content is pitched neither too high nor too low for the particular students to be surveyed.

When the questionnaires completed by former students have been returned, the counselor may be able to help with the analysis and presentation of data. The follow-up study will, however, provide data for many purposes in addition to individual and group counseling. For example, in conjunction with data from other evaluation activities, results from the follow-up study can be used in curriculum modification and development efforts. The counselor should be included in these endeavors because he/she is, after all, responsible to the teachers and administrators for helping design the most appropriate courses for the student population.

Student committee.—There is a growing trend to include students in the formulation of objectives and plans for follow-up studies. A student committee can be helpful in pinpointing curriculum areas in need of review. A student committee can be helpful in the selection, construction, review, and/or pilot testing of follow-up questionnaires to help ensure their relevance to students.

Students currently enrolled can help locate friends who are former students. In some follow-up studies, members of a student committee have aided teachers in administering questionnaires to special education students and have been involved in mailing materials, compiling data, analyzing data, and formulating recommendations. The mere fact that students are included in meaningful aspects of carrying out the follow-up study will go far in "selling" the study to the student body. A positive attitude on the part of students is necessary to ensure that valid data will be obtained.

Occupational advisory committee.—It is most important to involve citizens in an active capacity in any follow-up study. While it must be recognized that an advisory committee does not have the legal function of a board of education, the involvement of these members of the community is most important to the success of the follow-up. Advisory committee members obtain feedback from the community regarding the preparation of students for employment. They will, in many cases, be the employers of graduates from the school system.

In addition, individual members can survey other employers in the same (or different) fields of business. Advisory committee members should be included, especially in the construction of questionnaires to be submitted to employers—questionnaires designed to elicit information from employers about the quality of preparation of students they have hired.

Board of education.—The board of education, because of its decision-making authority and legal responsibilities, should be informed of plans to conduct a follow-up study. If additional resources are needed, the board may need to approve the use of funds for this purpose. Because of their policy-making authority, the board of education should also be one of the prime groups with whom the findings of the follow-up study should be shared. It is the board's, as well as the school administration's, responsibility to accept or reject recommendations resulting from the study.

This is certainly not an exhaustive listing of groups to be included in a follow-up study or of the functions of these groups. Each school system is unique. Thus, the sources of aid and information within the community will be determined by the overall objectives of the school system and the objectives of the follow-up study.

Developing a Plan for the Follow-Up Study

In order to effectively and efficiently manage the follow-up study effort, it is necessary to develop a plan for conducting the study. The plan should be developed by the vocational teacher with advice and input from other vocational teachers, the school counselor and principal, a student committee, the board of education, an advisory committee, and other appropriate staff members.

The plan should contain the following types of information.

- written objectives for the study
- responsibilities of the groups to be involved in conducting the study
- identification of group(s) to be surveyed
- activities to be conducted to assist in attaining the objectives of the follow-up study
- budget items and estimated costs
- schedule of activities
- reporting procedures
- plans for implementing the findings

Once developed, the follow-up study plan should be submitted to the administration and/or board of education for final approval before work is actually begun to carry out the study.

Determining the Follow-Up Procedure

The **mail questionnaire** is the most frequently used approach. The problem of **non-respondents**, however, is a major shortcoming of this questionnaire procedure. Several research studies have revealed that students in the lower percentile of their class tend to return a lower percentage of questionnaires than students in the top percentile of their class.

If the evaluation effort is to be successful and valid, feedback must be secured from **all** whom the vocational programs are designed to serve and not just the successful graduates. Therefore, it is very important that all former students be made to feel that they are valuable members of the group.

One approach to conducting follow-up studies which has proven successful is the **interview**, conducted either in person or by phone. **Personal interviews** are probably the most desirable kind of follow-up, because they provide the opportunity to ask clarifying questions which may provide deeper insight into the problems of occupational preparation as perceived by the former students. Personal interviews, however, can be very expensive and require a great amount of staff time.

The **telephone interview** can be effectively used on a sampling basis. You are more limited in the amount of information which can be obtained, but the telephone interview may be the only workable procedure for some segments of the population. Often, a **combination** of mail questionnaires and personal interviews conducted with a sample of non-respondents is used.

The following factors should be considered in determining the best follow-up procedure(s) to use in any specific situation.

- What kinds of data are needed?
- How much data are to be obtained?
- What are the sources of data?
- How much time is available?
- What is the size of the group(s) to be studied?
- How much money is available?
- What is the availability and competency of the staff?

Determining the Groups to Follow Up

There must be an accurate and complete definition of the group(s) to be studied. If the wrong people supply the data, the results will not be valid. Follow-up studies may be organized to cover a single occupation, several occupations in a service area, or all the service areas in which the school offers occupational studies. In recent years, some states have developed follow-up procedures and instruments that are to be used statewide to follow up on all former vocational students or a specified sample of them. You should check with your state department of education, vocational division, to find out what the specific follow-up requirements and/or procedures and forms are for your state.

In the past most follow-up studies made by teachers have been made of a single service area. However, if your goal is to achieve a picture of the **entire** system, **all former students, general curriculum** as well as **vocational education** students, should be included in follow-up studies. The only former students that may logically be excluded are those who moved to another school before completing the program.

However, if the picture of the total educational effort is to be realistic, the follow-up study must include students who dropped out of school before completing the program. In some schools, the **dropouts** comprise a rather sizable proportion of the classes, which, if ignored, could result in misleading findings. In examining the procedures for conducting the follow-up study, keep the dropout in mind. Perhaps a different approach should be made to the dropout—a different form of letter and questionnaire, or even a different type of approach, such as the interview. It is very important to make the dropout feel that he/she is a vital part of the follow-up study population.

Only those out of school for **a year or more** should be included in a follow-up study. Former students being followed up should have been out of school a sufficient length of time to be able to reflect on the relevance and helpfulness of their previous educational experience.

It must be remembered, however, that the longer former students have been out of school, the greater problem they will have in separating the value of their formal education experience from the influence of other educational activities. Also, the longer they are away from school, the less valid their judgments about the current educational program are likely to be. Schools have most often followed up on students who have been out of schools from **one to six years.**

Should you study all former students of a class or sample the population? Many schools have studied an entire class. However, **sampling techniques,** when properly applied, will provide reliable and valid results. If you are not familiar with survey research and sampling techniques, it is advisable to obtain assistance from a consultant or other knowledgeable person.

Procedures for Conducting the Follow-Up

A technique which is gaining popularity is to send a card or letter to the former student prior to mailing a follow-up questionnaire. The purpose of this card or letter is to alert the former students that they will soon be receiving an important questionnaire which they are urged to complete and return as soon as possible.

The following mailing pattern is suggested at one-week intervals.

- First mailing—"alert" card (see Sample 1)
- Second mailing—follow-up questionnaire, cover letter, and return envelope—stamped and addressed (see Sample 2)
- Third mailing—first thank-you reminder card (see Sample 3)
- Fourth mailing—second request follow-up questionnaire, second cover letter, and return envelope—stamped and addressed (see Sample 4)
- Fifth mailing—second thank-you reminder card (see Sample 5)

The **cover letter** should be brief, and should indicate the purpose of the study, uses to be made of the findings, importance of hearing from everyone in the class, a suggested date by which the form should be returned, and assurance of the confidentiality of the information to be provided. An effort should be made to make respondents feel that they are an important part of the study.

If at all possible, the cover letter should be printed on school letterhead and should be signed by one or more person(s) whom the former student will recognize and trust. This may be a school administrator, counselor, and/or teacher who has worked closely with students and is more likely to elicit responses from them. It is harder to resist a letter that has been personally addressed and signed than it is to resist a greeting from a computer.

SAMPLE 1

FIRST MAILING—"ALERT" CARD

August 31, 1977

Ms. Margaret Doe
1414 Bluebird Avenue
Smithville, Kansas 10101

Dear Margaret:

In the near future, you will receive a questionnaire concerning your employment experiences since leaving our school. I should like to request your cooperation in completing and returning the questionnaire. It is designed to aid in improving our programs for preparing students for the world of work. Your responses to the questions will be of tremendous aid to us and to the students now preparing for employment. Your answers will be kept in strictest confidence.

Sincerely,

Jeffrey Coopersmith, Instructor
Industrial Education

SAMPLE 2

SECOND MAILING—COVER LETTER

September 8, 1977

Ms. Margaret Doe
1414 Bluebird Avenue
Smithville, Kansas 10101

Dear Margaret:

We are pleased to have an opportunity to contact you regarding your employment since leaving our school. We are trying to improve our program by studying the needs for vocational and technical education.

Your responses to the enclosed questionnaire will help your school make a realistic review of what former students are now doing, and what kinds of training programs might be desired. It is not necessary for you to sign your name to the questionnaire since it has been pre-coded to maintain confidentiality and objectivity during analysis.

Please use the enclosed envelope to return the questionnaire by September 20. Your cooperation is greatly appreciated.

Sincerely,

Jeffrey Coopersmith, Instructor
Industrial Education

SAMPLE 3

THIRD MAILING—FIRST THANK-YOU REMINDER CARD

September 16, 1977

We want to express our thanks for your cooperation in completing the questionnaire recently sent to you. We hope to have some summaries made early in October.

Sincerely,

Jeffrey Coopersmith, Instructor
Industrial Education

P.S. If you have not yet completed the questionnaire, please complete it and put it in the mail today. Thanks.

SAMPLE 4

FOURTH MAILING—SECOND REQUEST COVER LETTER

September 24, 1977

Ms. Margaret Doe
1414 Bluebird Avenue
Smithville, Kansas 10101

Dear Margaret:

The response to our request for information from members of the 1975 class has been most gratifying. The return questionnaires are being analyzed by school staff members, and we hope to present a preliminary report within the next three weeks.

Perhaps the first questionnaire we sent to you has been mislaid, so we have enclosed another for your convenience. We hope to have all of our former students respond so that the information will be as complete as possible.

Please use the enclosed envelope to return the completed questionnaire today. Thank you for your cooperation.

Sincerely,

Tasha Friedman
Superintendent of Schools

SAMPLE 5

FIFTH MAILING—SECOND THANK-YOU REMINDER CARD

October 1, 1977

Your cooperation in returning the former student follow-up questionnaire is appreciated. The completed questionnaires have provided the school staff with much valuable information for developing a plan to meet the vocational and technical education needs of youth in our area.

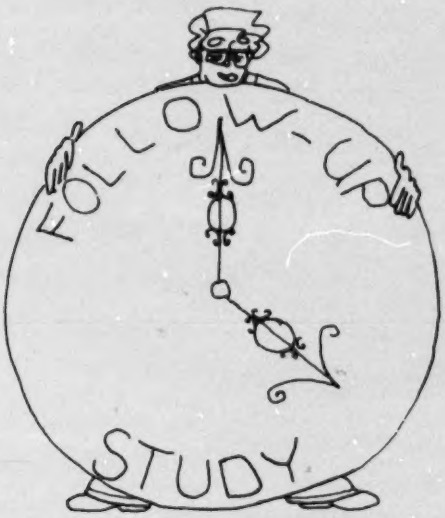
Sincerely,

Tasha Friedman
Superintendent of Schools

P.S. Perhaps your questionnaire is one of the few still not received. We hope it is now in the mail. Thanks

A stamped, self-addressed envelope should always accompany the follow-up instrument and cover letter.

Timing is as important in conducting a follow-up study as it is to an announcement of candidacy for political office. There is a slight preference for the early part of the week; mailings should be timed so that items arrive on Monday or Tuesday. Avoid periods of "stress' such as the middle of April (income tax time), vacation time, holidays, etc.



When using a multiple mailing approach, it makes sense to use a different strategy on the second and third mailings. Some people are early-in-the-week performers, others late-in-the-week performers. If you tried to reach them early in the week on the first mailings, try for an end-of-the-week arrival on a subsequent mailing so the letter arrives on Friday or Saturday. Urge respondents to "do it now." The longer a questionnaire is kept by the respondent, the less likely it will be completed and returned. Remind respondents of the date by which the questionnaire should be returned.

Cover letters should have letterheads, and envelopes should have return addresses with which the former students can easily identify. The physical appearance of the materials sent to former students should be of professional quality and designed to arouse interest.

Locating Former Students

One of the most difficult problems often faced in conducting a follow-up study is locating the former students. One of the best methods of maximizing returns is the **advance orientation** of students who will be asked to respond to questionnaires at a later date. Before students leave your vocational education program, tell them that they will be receiving a follow-up questionnaire through the mail. Discuss with the students why this is being done. If at all possible, expose them to the follow-up questionnaire so they can raise any questions they may have. If someone who knows the students explains what is coming and why it is being done, they are more likely to respond.

During advance orientation, students may be given "Have Moved" cards, pre-addressed to the former student's instructor or school. Always have students list their parents' addresses in case contact is lost with the student.

There is one serious danger associated with advance orientation. A few teachers may introduce bias into the results by trying to influence student answers. However, the increased rate of returns greatly offsets this possible disadvantage.

There are a number of methods which can be used to secure the addresses of former students. Some of these methods include—

- writing "Please Forward" on announcements and questionnaires
- sending self-addressed change-of-address cards to parents of non-respondents so the parents can provide the current address
- checking the city directory at the public library
- checking area telephone directories
- asking help from other students who are still in school

Organizing for the Study

Make it easier on yourself and other staff members by organizing your study so that you can tell at any one moment how the study is progressing. A helpful procedure is to make **time-phased charts** which include meeting dates, mailing dates, and dates for completion of each major phase of the study. It may be most convenient to segment the study into phases which can be completed within themselves. The various segments should then be sequenced in the most logical manner.

In planning the follow-up study, you should also draw up a specific **schedule of activities** for each phase. A typical schedule of activities is shown in Sample 6.

SAMPLE 6

SCHEDULE OF ACTIVITIES

Phase I

Preparation

1. Develop objectives for the follow-up study.
2. Determine the group(s) of former students to be involved in the follow-up study.
3. Determine best procedure(s) for conducting the follow-up study:
   a. mail questionnaire
   b. personal interview
   c. phone interview
4. Design questionnaire in consultation with:
   a. other teachers
   b. counselors
   c. administrators
   d. advisory committee
   e. student committee
   f. board of education members
   g. consultants
   h. teacher educators
   i. personnel in state department of education
5. Obtain authorization for using the signatures of teachers or administrators who will be signing alert cards, cover letters, and reminder cards/letters.
6. Obtain addresses of former students.
7. Prepare master address file.
8. Prepare all the printed materials—cover letters, questionnaires, envelopes.

Phase II

Data Collection

1. First mailing—alert cards
2. End of first week—second mailing—cover letters and questionnaires
3. First response analysis:
   a. Begin running count of returned, completed questionnaires.
   b. Begin search for correct addresses for questionnaires returned because of incorrect addresses.
   c. Compile address list for third mailing (non-respondents and corrected addresses).
4. End of second week—third mailing
   a. Send reminder cards to non-respondents.
   b. Send questionnaires to corrected addresses (of questionnaires returned because of incorrect addresses).
   c. Continue search for corrected addresses.
   d. Prepare list for fourth mailing.

5. End of third week—fourth mailing
   a. Send reminder letter and second copy of questionnaire to non-respondents.
   b. Continue response analysis.
6. End of fourth week—fifth and final mailing—reminder card with cutoff date to non-respondents

Phase III

Analysis of Data

1. Preparation of follow-up report
   a. description of study
   b. analysis of findings
   c. preparation of graphs, tables, and conclusions and/or recommendations
2. Conferences with:
   a. other teachers
   b. counselors
   c. administrators
   d. citizens
   e. student committee
   f. board of education
3. Publication of follow-up report

Student follow-up studies constitute one of the most valuable techniques for assessing the outcomes of the educational system. You must remember, however, that the results of a follow-up study should be combined with other findings to reach sound recommendations. Follow-up studies can produce valid and reliable findings which are useful in making sound educational decisions at the local, area, state, and national levels.

For further information on procedures and techniques for planning and conducting a vocational student follow-up study, you may read Paul, *A Manual for Conducting Follow-up Surveys of Former Vocational Students.*

The following items check your comprehension of the material in the information sheet, Planning and Conducting a Student Follow-Up Study, pp. 6–18. After reading the background information provided in part I, respond to the items in part II. Each of the four items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

I. Background Information:

You have been an agricultural education teacher at Brown County Consolidated Vocational School since the school opened three years ago. Now you have been made head of the three-teacher agricultural education department. Most of the students at Brown County live in rural areas, and you have observed that many of them (1) plan to leave home, (2) do leave home, and (3) plan to attend post-secondary schools.

You would like to determine the present activities of your former students in order to test the relevancy of the agricultural education program as it now exists by conducting a follow-up study of all former students of agricultural education—265 students, 239 of whom completed the program. Of the 26 who did not complete the program, 19 dropped out and 7 moved away before completing the program.

II. Essay Items:

1. List at least six reasons for the study which you can present to the superintendent and the principal, whose approval you need.

2. Having received approval for conducting a follow-up study, what is your next step? Who will you ask to participate in determining the specific objectives of the survey, the type of data to be obtained, and the methods of obtaining and analyzing it?

3. Before consulting with others to be involved in the follow-up study, you had already, in your own mind, determined the group to be surveyed. You had decided to limit the survey to the 265 former agricultural education students. What arguments might the other planners give for expanding the survey to include other groups? What response would you make to justify your original decision?

4. What method should be chosen to conduct the follow-up study and why? Which of the 265 students will be included and/or excluded from the study?

NOTES

Compare your written responses on part II of the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. You should realize and point out to the superintendent and the principal that, aside from the generally applicable reasons for conducting a follow-up study, you are in an ideal position to conduct the study because of your close association with the total program and all of its students.

   Your list of reasons in seeking approval to conduct a follow-up study should include the importance of obtaining information about six or more of the following topics/questions.

   - training received which is seen as important by former students
   - training received which is seen as unimportant
   - suggestions by former students for improving job preparation programs
   - the number and kinds of employment opportunities available locally and regionally on a part-time or full-time basis
   - the extent to which former students are using their specific job training
   - the percentage of former students attending post-secondary schools
   - the percentage of former students who have moved outside the school district
   - assessment by former students of the adequacy of their training
   - occupational mobility of former students
   - reasons why some former students dropped out before completing the program
   - evaluation by former students of the counseling and job placement assistance received
   - occupational difficulties encountered by former students

2. Having received approval for conducting a follow-up study, you should schedule a planning meeting to which you should invite the two other agriculture teachers, the school counselor, the principal, student representatives, representatives of the board of education, and members of the local agricultural advisory committee.

3. At the planning meeting you might expect some people to suggest that the follow-up study be expanded beyond the agricultural education department to include **all service areas** available at Brown County Consolidated Vocational School. The school counselor might favor this suggestion and propose a sample survey of all the students who had been enrolled during the school's three-year existence.

   He/she and the advisory committee might feel that the findings of a **school-wide** follow-up study, using the sampling method, would be of greater value and could be gathered at the same cost of time and money as would be needed to conduct a follow-up study of all 265 former agriculture students. Someone might also cite the **low dropout rate** in agricultural education and imply that, of all service areas, it was among those least in need of a follow-up study on which to base program revision.

   You would concede that the agricultural education department appeared to be meeting its program objectives and enjoyed a good reputation, but you would pursue your intention to limit the follow-up study to your department. You would argue that your situation was ideal for obtaining dependable data, due to the limited number of students and your close association with the program from its inception.

   To support your argument, you could mention that you knew that, of the 26 "dropouts," 7 had actually moved outside the school district with their families, and you could estimate that the follow-up study you proposed, if made now, would produce an 85 percent response. You would maintain the importance of improving an already good program. You would predict that the findings of your follow-up study would provide valuable **comparative** data for a future school-wide follow-up study.

4. A mailed questionnaire involving five separate mailings should be chosen, because the large number of former students and their geographical dispersement make personal or telephone interview techniques nearly impossible.

Assuming that most parents had a high regard for the school, they would probably be cooperative in forwarding "alert" cards and questionnaires to former students who had left home.

A telephone interview could be sought with any of the 19 dropouts who failed to respond to the questionnaire. The seven students who had moved with their families before completing the program would be eliminated from the survey, because they were not "dropouts" and, therefore, their responses would not be likely to influence the data.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the Model Answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Planning and Conducting a Student Follow-Up Study, pp. 6–18, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

After completing the required reading, develop or adapt a questionnaire which could be used to obtain information from former students described in a given case study.

You will be reading the information sheet, Developing Follow-Up Questionnaires, pp. 26–34.

You may wish to read the supplementary references, Orlich *et al.*, *Guide to Sensible Surveys*, pp. 1–89; and/or Babbie, *Survey Research Methods: A Cookbook and Other Fables*.

You will be reading the Case Study, pp. 35–36, and developing or adapting a questionnaire to be sent to the former students described.

You will be developing a brief paper indicating procedures for printing, designing, and pilot testing the questionnaire that you developed or adapted.

You will be evaluating your competency in developing or adapting a questionnaire, using the Questionnaire Checklist, p. 37.

For information about questionnaires and methods of developing or adapting questionnaires for use in a follow-up study, read the following information sheet:

DEVELOPING FOLLOW-UP QUESTIONNAIRES

A major task in conducting follow-up studies is the development of the questionnaire(s) to be used to obtain the desired information. Developing a good follow-up questionnaire is a difficult and time-consuming task.

Developing Items

Since the follow-up questionnaire is generally one of the primary sources of data used in determining how well the vocational program is achieving objectives, it logically follows that the questionnaire items must be carefully designed to collect useful information. If your program objectives are stated in performance terms, the magnitude of the task is somewhat reduced. The **program objectives** become the basis for stating the criterion questions and, consequently, the follow-up questionnaire items.

A **criterion question** is merely one which states the program objective in such a way that the answer called for will help measure the attainment of that objective. Some program objectives will require the development of more than one criterion question, while in other cases one question may suffice. In some cases, it is possible to develop questionnaire items without going through the intermediate step of stating a criterion question. The beginner, however, will usually find the development of criterion questions very helpful.

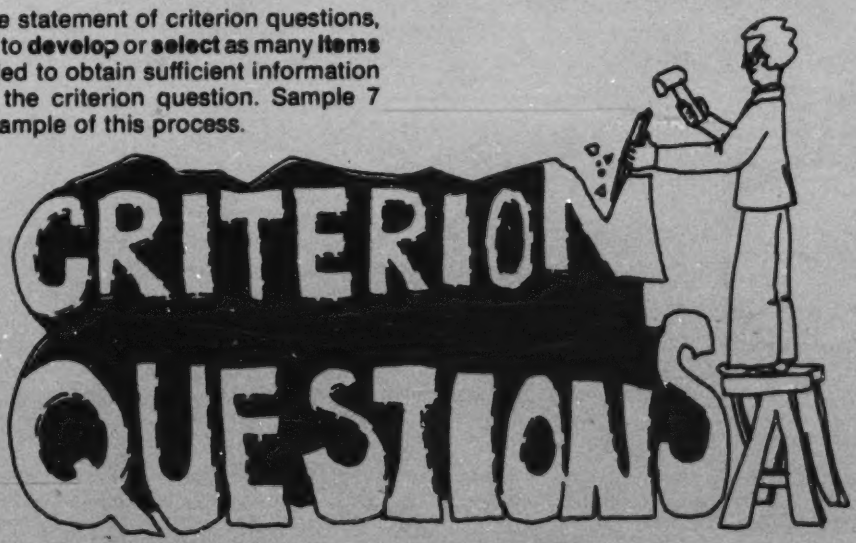
Following the statement of criterion questions, the next step is to **develop** or **select** as many **items** as will be needed to obtain sufficient information for answering the criterion question. Sample 7 provides an example of this process.

Generally, open-ended items (those calling for individually written responses) should not be used. The responses to such questions are so varied that they are almost impossible to categorize and summarize. However, a forced-choice question can provide misleading data if it does not provide for all the appropriate alternative answers or space for the respondent to write in an answer.

Do not include questions relating to the former student's age, sex, and address unless this information is not available elsewhere. Usually, this type of information is already available in the school files. Asking such questions needlessly increases the length of the questionnaire and the amount of time needed to complete it.

Questions concerning present jobs held, job history, and income, and items which ask the respondent to evaluate an experience, can create problems unless they are carefully worded. You are naturally interested in the **present job** held by the former student. That appears simple enough, but if you want usable information, you must word the item carefully. In response to the question, "What is your job?" varied (and sometimes unidentifiable) answers are usually given. Such responses may be avoided by asking for a **job title**, with some examples, and by following the question with another question, "What do you **do** on this job?"

If a **job history** is to be obtained, a check should



SAMPLE 7

DEVELOPING QUESTIONNAIRE ITEMS

PROGRAM OBJECTIVE:
To provide students with a vocational program which will prepare them for a career that is satisfactory to them.

SAMPLE CRITERION QUESTION:
How well do former students feel their vocational program prepared them for a satisfactory career?

SAMPLE ITEMS FOR THE QUESTIONNAIRE:

1. Considering all of your occupational experiences since leaving school, how well do you feel your school prepared you for your career?
   Well prepared _____
   Satisfactorily prepared _____
   Inadequately prepared _____
2. How do you feel about your current job?
   I am very satisfied _____
   I am satisfied _____
   I am dissatisfied _____
   I am very dissatisfied _____

be made of the reported time periods. Does the amount of reported time equal the elapsed time? Women frequently report "housewife" and "job" as concurrent full-time occupations. Part-time employment may overlap full-time employment. Unemployment is difficult to differentiate from "not interested in a job."

Another problem involves the matter of **income.** Should hourly, weekly, monthly, or yearly income be requested? There is a natural reluctance on the part of many respondents to report income, but the reluctance is not so great that a high percentage fail to respond. If you are concerned that a question about income will antagonize someone, you might make the question optional. Another approach is to place it last on the form. A respondent who has completed most of the form is less likely to quit at the last minute over such an item.

Evaluation-type questions are probably best constructed with some type of four- or five-point scale. A variety of conditions can influence responses such as the **way** the question is asked. "How well did you **like** your vocational program?" is a positively directed statement. "How did you **feel** about your vocational program?" is a less positively directed statement.

To help you develop useful items, you can gather samples of questionnaires from many different sources. **Sample questionnaires** might be secured from the state vocational education offices, state guidance offices, and other school systems.

These questionnaires can provide a good source of relevant, usable items. However, caution must be exercised so that inappropriate items are not used.

As in developing a list of items for an original questionnaire, all of the items should provide information for answering criterion questions derived from program objectives. Nice-to-know type questions must carefully be avoided. Before any question is added to the follow-up instrument, you should ask "what will the responses to this question tell us?" If the information will be "interesting," but not of real value in terms of answering a question derived from the program objectives, the item should, in most cases, be omitted.

Designing the Questionnaire

The follow-up questionnaire should be attractively and efficiently designed and formatted. Related questions should be organized by **sections** (job, education, avocation, military service, self-assessment, educational system, etc.). The questions always should be reviewed for clarity and accuracy by other persons who are competent in the areas for which the data is required.

If electronic data processing procedures are to be used, the questionnaire should be designed for either keypunching, optical scanning, or mark sensing. Be sure to check with the technician where your questionnaire will be processed to determine any special requirements for questionnaire design.

The most appropriate **length** for a follow-up questionnaire is an uncertain issue. However, it is generally conceded that the size of the questionnaire (number of items and the physical bulk) is inversely related to response rate. The size of the questionnaire also influences costs through increased printing, mailing, and processing.

The **mechanical presentation** of the questionnaire is very important. You can almost guarantee a poor response if it is mimeographed on white paper. Remember that the questionnaire will most likely be arriving in the mail with various advertisements which have all the expertise of Madison Avenue behind them. Witness the colorfully lithographed "opportunities" for books, cameras, radios, building lots in Florida, and magazines at cut-rate prices (complete with certificates and coupons edged in gold). You will certainly not be able to compete with such high-pressure sales tactics, but you can make definite efforts to prevent the follow-up questionnaire from being discarded along with the junk mail. Some suggestions follow.

- Colored paper tends to result in a higher return.
- If the questionnaire is printed in booklet form, make sure the pages are numbered in sequence (and don't stick together).
- Make sure the printing is of high quality.
- Design the questionnaire in a size convenient for mailing.
- Almost anything you can do to make your approach "different" will enhance the possibility of receiving a response.

In other words, do a professional job of styling, and be sure it looks like a serious questionnaire with good face validity. Sample 8 is an example of a questionnaire used in a follow-up survey of vocational students.

Developing the Employer Questionnaire

The same procedures used in developing a former student questionnaire should be used in developing an employer questionnaire.

It is possible that an adequate mailing list of employers of former students cannot be developed until the former students have responded to the follow-up questionnaire. If the school has placement records of former students, a mailing list for the employer questionnaire can be developed from the placement records.

Personal contact by phone or in person generally increases the response rate on employer questionnaires.

Many feel that it is not reasonable to expect employers to complete separate questionnaires for several **individual** employees. One can normally expect that employers will be more willing to complete a single questionnaire about **several employees** from a program. A problem inherent in asking an employer to react to the performance of more than one employee at a time, however, is the large difference that may be present in the performances of employees who completed the same vocational program. These differences may make it impossible to respond to questions accurately when more than one employee is to be considered at one time. Sample 9 is an example of an employer questionnaire that asks about a single employee.

Pilot Testing the Questionnaire

The best way to determine if the questionnaire directions and items are clearly stated is to **pretest** them to see if they can be easily understood and answered. Under the press of time, this step is frequently overlooked or given only minor attention. This is a serious mistake. Time given to pretesting can save hours of labor in summarizing and can significantly improve the response rate, reduce missing data, and increase the reliability of the questionnaire.

The questionnaire should be pretested with **in-school** students as well as some **former** students. Ask them to participate in the decisions concerning the type of data to be collected, type of questions to be asked, wording of the questions, and design of the instrument (including physical appearance of the instrument).

SAMPLE 8

STUDENT FOLLOW-UP QUESTIONNAIRE

BF-6

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION THE OHIO STATE UNIVERSITY

INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

Your Social Security Number ___-___-____

Is Your Name and Address Correct as Printed Above?
If not, please print the corrected information below:

New Name_____
Last Name — First and Middle Initial

New Address_____
Number and Street or Rural Route

City, Town, or Post Office — State (abbreviated) — Zip Code

DIRECTIONS:

WHEN ASKED TO "CHECK" A BOX, PLEASE USE AN "X" TYPE MARK.

WHENEVER THE WORDS THIS VOCATIONAL PROGRAM APPEAR, THEY REFER TO THE VOCATIONAL PROGRAM PRINTED ON THE IDENTIFICATION LABEL ABOVE.

1. Since you left this vocational program, did you seek full-time employment? (30 or more hours per week)
   ☐ Yes ☐ No

2. If you did not seek full-time employment when you left this vocational program, indicate the reason.
   Check only one box
   1. ☐ Expected to enter another school
   2. ☐ Housewife or about to be married
   3. ☐ Physical or other handicap
   4. ☐ Not interested in a job
   5. ☐ Expected to enter the military service
   6. ☐ Only wanted to work part-time (less than 30 hours per week)
   7. ☐ Other (specify) _____

3. Did you seek part-time employment (less than 30 hours per week) when you left this vocational program?
   ☐ Yes ☐ No

4. If you sought part-time employment, instead of full-time employment, when you left this vocational program, indicate the reason.
   Check only one box
   1. ☐ Expected to enter another school
   2. ☐ Housewife or about to be married
   3. ☐ Physical or other handicap
   4. ☐ Not interested in a full-time job
   5. ☐ Expected to enter the military service
   6. ☐ Unable to find a full-time job
   7. ☐ Other (specify) _____

5. How many full-time jobs (30 or more hours per week) have you held since you left this vocational program?
   1. ☐ None
   2. ☐ 1 full-time job
   3. ☐ 2 full-time jobs
   4. ☐ 3 to 5 full-time jobs
   5. ☐ 6 or more full-time jobs

NOTE: If your answer to question 5 was NONE, skip to question 16.

6. If you got a full-time job when you left this vocational program:

What was your job? _____

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7. How closely did your first full-time job (30 or more hours per week) after leaving this vocational program relate to the training you received?

Check only one box

1. ☐ I was employed in the occupation for which I was trained by this vocational program
2. ☐ I was employed in a related occupation
3. ☐ I was employed in a completely different occupation

8. Did this vocational training program adequately prepare you for your first full-time job after leaving this training?

☐ Yes ☐ No

9. What was your beginning hourly wage on your first full-time job since leaving this vocational program?

Check only one box

1. ☐ $1.59 or less per hour
2. ☐ $1.60 to $1.99 per hour
3. ☐ $2.00 to $2.49 per hour
4. ☐ $2.50 to $2.99 per hour
5. ☐ $3.00 to $3.99 per hour
6. ☐ $4.00 or more per hour

10. How did you get your first full-time job after leaving this vocational training?

Check appropriate box or boxes below

- ☐ I got the job myself
- ☐ My family or friends helped me get the job
- ☐ The job placement services provided by the school helped me get the job
- ☐ The state employment service helped me get the job
- ☐ A private employment agency helped me get the job
- ☐ Other (specify) _____

11. What is the most you have earned on a full-time job since leaving this program?

Check only one box

1. ☐ $1.59 or less per hour
2. ☐ $1.60 to $1.99 per hour
3. ☐ $2.00 to $2.49 per hour
4. ☐ $2.50 to $2.99 per hour
5. ☐ $3.00 to $3.99 per hour
6. ☐ $4.00 or more per hour

12. If you have held two or more full-time jobs (30 or more hours per week) since you ended this vocational training, check one box below.

1. ☐ I was trained in school for my last job
2. ☐ My last job was related to this vocational training
3. ☐ My last job was not at all related to this vocational training

13. Indicate below the location of your present or most recent full-time employment.

_____
Village, Town, City

_____
County

_____
State

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14. If you are presently working, what is your job?

_____

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15. What wages are you presently earning?

Check only one box

1. ☐ $1.59 or less per hour
2. ☐ $1.60 to $1.99 per hour
3. ☐ $2.00 to $2.49 per hour
4. ☐ $2.50 to $2.99 per hour
5. ☐ $3.00 to $3.99 per hour
6. ☐ $4.00 or more per hour
7. ☐ I am unemployed

16. What is your current employment status?

Check the appropriate box or boxes below

- ☐ I am employed
  - ☐ full-time (30 or more hours per week)
  - ☐ part-time (less than 30 hours per week)
- ☐ I am unemployed,
  - ☐ but looking for work
  - ☐ and not looking for work
- ☐ I am in the military service

17. As best you know, what type(s) of **job placement service(s)** were provided by the school and the vocational program in which you were enrolled?

49 ☐ A school placement service coordinated with the State Employment Service
☐ Vocational Teachers helped place students in jobs by making referrals
☐ Guidance Counselors helped students find jobs
☐ Other (specify) _____
☐ School had no placement services

18. After you got your **first** job (full-time or part-time) following this vocational training, have you ever again used any of the **job placement services** provided by the school or this vocational program?

☐ Yes ☐ No

If yes, check the service(s) you have used since getting your first job

☐ Coordinated service provided by school and state employment service
50 ☐ Vocational teacher assistance
☐ Guidance counselor assistance
☐ Other (specify) _____

19. How many separate vocational courses did you take while enrolled in this vocational program?

___ Courses
51

20. Did you enroll in this vocational program with the specific purpose in mind of getting skill training in order to get a job in this field.

☐ Yes ☐ No

21. Were you **satisfied** with the vocational training you received in this program?

☐ Yes ☐ No

22. Would you **recommend** this vocational program to others?

☐ Yes ☐ No

23. Since you left this vocational program, have you enrolled in any **additional education** program(s)?

58 ☐ Yes ☐ No

(CONTINUED NEXT COLUMN)

23. Continued.

If yes, check type(s) and purpose(s) below:

59 ☐ **General education program(s)**
☐ To raise my general education level
☐ Informal, noncredit course(s)

☐ **Vocational program(s)**
☐ To upgrade the vocational skills previously learned in this program
☐ To learn a new occupation

What type(s) of vocational training program(s) did you attend?

☐ Private school(s)
☐ Public school(s)
60 ☐ Business or Industry

24. If you did enroll for additional education after leaving this vocational program, have you received (or do you expect to receive) one or more of the following:

☐ Yes ☐ No

If yes, check type(s)

☐ A certificate (type) _____
70 ☐ A diploma (type) _____
☐ A 2-year associate degree (major) _____
☐ A 4-year college degree (major) _____
☐ Other (specify) _____

25. Are you **now** enrolled in a **vocational** program?

☐ Yes ☐ No

26. Are you **now** enrolled in any **educational** program(s) other than vocational?

☐ Yes ☐ No

27. Are you interested in getting **more vocational** training?

☐ Yes ☐ No.

28. Are you interested in getting **more general education**?

77 ☐ Yes ☐ No

29. If you are interested in getting **more training of any kind**, indicate the type you are interested in:

_____

Continued on Next Page

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Your ideas and reactions in response to these questions would be appreciated.

Your comments will be kept strictly confidential.

30. What specific things about this vocational program have you found to be the most useful to you in your present job?

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31. What specific things about this vocational program have you found to be the least useful to you in your present job?

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32. Based on your experiences, what suggestions do you have for improving this vocational program?

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SAMPLE 9

EMPLOYER QUESTIONNAIRE[1]

_____ 19 ___

ALL RESPONSES YOU GIVE WILL BE
KEPT STRICTLY CONFIDENTIAL

EMPLOYER QUESTIONNAIRE

DIRECTIONS: Please complete ALL sections of this form even if the employee no longer works for your firm. When you have completed the form return it in the enclosed return-addressed, stamped envelope. Your responses will in no way affect the employee.

I. PERSONAL INFORMATION

A. Employee name _____
(Last) (First) (Middle)

B. Indicated Employer _____ City _____

II. EMPLOYMENT INFORMATION

If the employee has worked or works for your firm, please have a supervisor familiar with the work of the employee fill out this questionnaire.

Supervisor filling out form

1. Name _____ Date _____
(Last) (First) (Middle)

2. Position _____

PLEASE COMPLETE REMAINING PORTIONS OF THIS QUESTIONNAIRE

Not to be reproduced or used without permission from the Vocational Follow-Up System.

1. David J. Pucel, *Minnesota Vocational Follow-Up System: Rationale and Method* (Minneapolis, MN: University of Minnesota, Department of Industrial Education, 1973).

(1) (3) (8) (11) (12)

0 9 (Leave blank)

EMPLOYEE PERFORMANCE SURVEY

DIRECTIONS: Please indicate your satisfaction with the employee as compared with other workers in the same work group. If the worker is the only person employed with your firm, compare him with others who have worked in the same position. This information will be kept strictly confidential. Please respond to all questions.

I. Total number of *months* employee has been employed by your firm ..... ☐☐ (13–14)

PLEASE RESPOND TO THE FOLLOWING QUESTIONS BY PLACING AN "X" IN THE APPROPRIATE SQUARE

II. In comparison with other workers in the same work group, how would you rate the employee on each of the following characteristics?

	above average	about average	below average	
1. The quality of employee's work	1	2	3	(15)
2. The quantity of employee's work	1	2	3	(16)
3. The degree to which the employee possesses specific job-related knowledge important to success on this job	1	2	3	(17)
4. The degree to which the employee is able to operate the equipment and apparatus used on the job	1	2	3	(18)
5. The degree to which the employee possesses basic reading, verbal, and computational skills	1	2	3	(19)

III. In comparison to others in the employee's work group, how would you rate the employee on each of the following characteristics?

	above average	about average	below average	
1. Willingness to accept responsibility	1	2	3	(20)
2. Punctuality	1	2	3	(21)
3. Ability to work without supervision	1	2	3	(22)
4. Willingness to learn and improve	1	2	3	(23)
5. Cooperation with co-workers	1	2	3	(24)
6. Cooperation with management	1	2	3	(25)
7. Compliance with company policies, rules, and practices	1	2	3	(26)
8. Work attendance	1	2	3	(27)

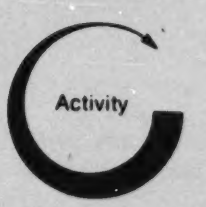
IV. In comparison with other workers in the same work group, how would you rate the employee's over-all competency, effectiveness, proficiency, general overall work attitudes, and other elements of successful job performance?

(28)

- ☐ 1 In the top ¼
- ☐ 2 In the top ½, but not among the top ¼
- ☐ 3 In the bottom ½, but not among the lowest ¼
- ☐ 4 In the lowest ¼

You may wish to read the following supplementary references to assist you in developing or adapting questionnaires to obtain information in a student follow-up study.

- Orlich *et al.*, *Guide to Sensible Surveys*, pp. 1–89
- Babbie, *Survey Research Methods: A Cookbook and Other Fables*



The following Case Study provides information about a welding class at an area vocational school. Read the information given, and then develop or adapt an existing questionnaire which could be used to obtain follow-up information from students of this welding class. Before developing (or selecting) questionnaire items, develop criterion questions which could help measure attainment of the program objectives.

CASE STUDY

The information which follows relates to one of several welding classes at Potsdam Area Vocational School. All of the students were post-secondary students. However, students were not required to have completed high school to enroll in the welding class.

Number of students who enrolled in class = 26
Number of students who completed class = 20
Length of course = 72 weeks
Course ended on June 15, 1976

Length of Time Completed by Dropouts		Social Security Number	Age*
John West	– 36 weeks	484–64–3019	18
Abe Broad	– 70 weeks	484–64–3020	19
Jason King	– 6 weeks	484–64–3184	19
Susan Dotson	– 16 weeks	484–62–3814	20
Earl Vickers	– 12 weeks	484–60–2165	25
Kris Gatson	– 13 weeks	484–63–2161	20

Names of Students Completing the Course	Social Security Number	Age*
Ronald Watson	484–63–6418	19
Jerry Holland	484–64–4189	19
Lester Goodpaster	484–64–3841	18
Barbara Kelley	484–64–9480	18
Elsie Keeton	484–64–7243	19
Joseph Caster	484–63–1019	21
Norman Ellis	484–64–7246	19
Don Stratton	484–64–8213	19
James Coffman	484–64–1283	19
Dorothy Hathaway	484–64–8973	18
Bill Johnson	484–60–8394	24
Roger Dixon	484–62–6742	23
Larry Cornett	484–62–6177	22
Otto Preli	484–64–5893	20
Josephine Heiman	484–64–5214	18
John McCarley	484–63–4672	22
Wendell Snyder	484–64–1741	21
Bobbie Benson	484–64–8653	20
Robert Wigglesworth	484–64–3724	19
Jack Brighton	484–64–7610	21

*Age at time of class entry

Objectives for the Welding Class

1. to place 100 percent of the class enrollees in a job related to their training
2. to place all class enrollees in a job related to their training within two weeks of their leaving the class
3. to provide a training program that will enable class enrollees to achieve satisfaction on the job
4. to provide a training program that will enable class enrollees to advance their position on the job
5. to provide a training program that will result in former students desiring to further their training

After you have developed the follow-up questionnaire, prepare a brief paper indicating—

1. how you would suggest the questionnaire be printed, including style
2. how the questionnaire should be designed to promote efficient processing of the data
3. what provisions should be made for pilot testing the questionnaire

After you have developed your questionnaire and paper, use the Questionnaire Checklist, p. 37, to evaluate your work.

QUESTIONNAIRE CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In developing the questionnaire, the teacher:				
1. developed criterion questions which relate to the program objectives	☐	☐	☐	☐
2. developed or selected questionnaire items which are:				
a. related to the specific criterion questions	☐	☐	☐	☐
b. clearly stated	☐	☐	☐	☐
c. unambiguous (precise)	☐	☐	☐	☐
d. neutrally stated	☐	☐	☐	☐
e. not too long	☐	☐	☐	☐
3. kept the number of open-ended items to a minimum	☐	☐	☐	☐
The length of the completed questionnaire:				
4. is sufficient to obtain the needed information	☐	☐	☐	☐
5. is not so long as to discourage the respondents	☐	☐	☐	☐
The teacher's plans for the questionnaire provided for:				
6. a design which would promote ease of processing	☐	☐	☐	☐
7. a well-designed questionnaire in terms of printing style	☐	☐	☐	☐
8. adequate pilot testing of the questionnaire	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Developing Follow-Up Questionnaires, pp. 26–34, revise your questionnaire accordingly, or check with your resource person if necessary.

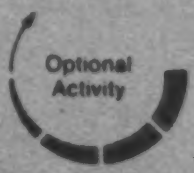
NOTES

Learning Experience III

OVERVIEW

Given sample former student follow-up data, summarize, interpret, and report the data.

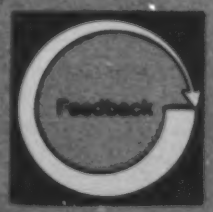
You will be reading the information sheet, Summarizing, Interpreting, and Reporting Student Follow-Up Data, pp. 41–46.



You may wish to read the supplementary references, Orlich *et al.*, *Guide to Sensible Surveys*, pp. 90–133; Strunk and White, *The Elements of Style*; and/or Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, pp. 104–117.

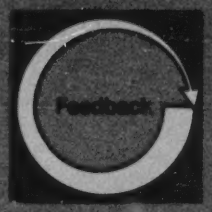
You may wish to meet with a teacher(s) in your occupational specialty experienced in summarizing, interpreting, and reporting data in a follow-up study to discuss techniques he or she uses.

You will be reading the Case Study, p. 47 and interpreting the data provided.



You will be evaluating your competency in interpreting follow-up data by comparing your interpretations with those in the Model Answer, p. 49.

You will be reading the Case Study, pp. 51–52, and writing a report of the student follow-up data provided.



You will be evaluating your competency in summarizing, interpreting, and reporting former student follow-up data by comparing your completed report with the Model Report, pp. 53–57.

Activity

For information on summarizing, interpreting, and reporting the data obtained in a follow-up study, read the following information sheet:

SUMMARIZING, INTERPRETING, AND REPORTING STUDENT FOLLOW-UP DATA

Hand tabulation and electronic data processing are the two general methods available for tabulating data. Many follow-up studies involve a small enough sample that they can be hand tabulated without great difficulty. If you plan to use electronic data processing, it is wise to check in advance with the techniques at the data processing center to determine the proper procedures to use.

Hand Tabulation

Hand tabulation simply involves tallying the respondents' answers to each questionnaire item. This does require planning, organization, and thoroughness. In cases where the number of respondents is not too large, it may be possible to record the responses on a copy of the questionnaire.

To record and tally responses, you may wish to construct a table such as that shown in Sample 10.

Counting

When dealing with checklists, the counting of the responses is a simple task. Remember, it is important to count the non-responses. In reporting, it is necessary to indicate the number of non-respondents. However, no inference can or should be made concerning the non-respondent group without further study of the group.

Doing the tabulations by using a table such as the one in Sample 10 provides a good check on tabulation error. It is also good procedure to place a mark or check on the questionnaires which have been recorded.

When the respondents have been asked to rate some aspect of their training, it may be helpful to use a table similar to that shown in Sample 11.

Percentages

Percentages are frequently used to indicate the number of respondents marking a certain questionnaire item. Care must be exercised in writing the report so that inferences are made only concerning the **study** population and not necessarily concerning the **total** population.

Tables

The construction of tables is relatively simple if the following suggestions are adhered to. You may wish to follow the form suggested in a standard manual for writers.

- Place the table as close as possible to where it is first mentioned in the report.
- Center above the table, the word "TABLE" on a line by itself, with the number in Arabic numerals.
- Center, above the table and under the word,

"TABLE" the caption of the table. All of the captions should be in capital letters.

- A double-ruled line should separate the table caption from the rest of the table. A single line is used at the bottom of the table. Vertical lines should be used to separate columns where there are more than two columns of data (see Samples 10 and 11).

If the responses have been carefully tabulated and placed in well-constructed tables, the data are much easier to report.

SAMPLE 10

TABLE FOR RECORDING AND TALLYING RESPONSES

Extent to Which Class Prepared Student to Work with Supervisors and Fellow Workers

Type of Preparation	No Response	Number	Totals
Excellent Preparation		𝍸	5
Adequate Preparation		𝍸 IIII	9
Some Preparation		III	3
Little Preparation		II	2
No Preparation		I	1
TOTALS		20	20

SAMPLE 11

TABLE FOR RECORDING RATINGS

Ratings of Various Aspects of the Class by Former Students

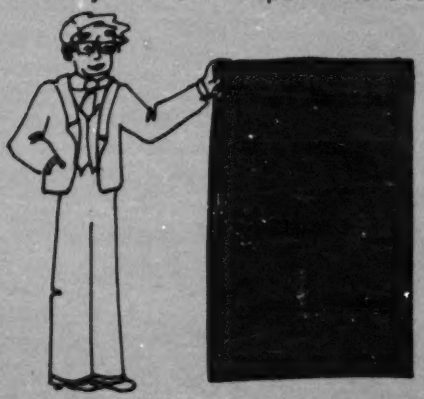
Aspects	Excellent	Good	Fair	Poor
Quality of Training	𝍸 III	𝍸 I	III	II
Physical Condition of School	III	𝍸 II	𝍸 II	III
Teacher Interest in Students	𝍸 II	𝍸	𝍸 II	I
Job Placement of Students	I	III	𝍸 𝍸	𝍸 I
Student Counseling	III	𝍸	𝍸 III	III
No Responses				

The report should present the facts in an easily understood manner. Avoid educational jargon; write simply and clearly. Give careful consideration to the likely interests of the persons who will be reading the report. More than one report may be necessary to meet the needs of researchers, evaluators, educators, and the average lay person.

In many situations, it is desirable to prepare a popularized version of the report of the follow-up study. The popularized report should be presented so that the average lay person can quickly grasp the findings of the study. This means that considerable use should be made of **graphics** in presenting the data. Recommendations should be presented in clear and simple language. If possible, the report should be done in color rather than black and white.

Purpose of Report

The purpose of the report of a follow-up study is to inform the readers about the class(es) studied, the objectives of the study, the methods used to conduct the study, and the conclusions inferred from the study. It is not the report writer's responsibility to convince the reader of a specific point. Rather, it is the writer's responsibility to present the data in a factual and brief manner so that the readers can reach their own conclusions.



The report is probably well prepared when another educator can adequately perform the same kind of a study as a result of reading the report.

Organization of Report

The following outline is suggested for the report.

I. Objectives
   A. Objectives of the study
   B. Objectives of program in which former students being studied were enrolled.
II. Methodology
   A. Describe the population
      1. Characteristics
      2. Sample and sample method (if used)
   B. Involvement of various groups
   C. Development of questionnaires
   D. Pretesting of questionnaires
   E. Mailing schedule
   F. Telephone and personal interview techniques (if used)
   G. Methods of compiling data
III. Data Interpretation and Conclusions

Some key considerations in developing the report follow.

Methodology.—After listing the objectives of the study, and the objectives of the program in which the former students were enrolled, the writer explains in the Methodology section what was done (1) to attain the objectives of the follow-up study, and (2) to obtain information on how well the program is achieving its objectives. The first part of the methodology section should describe the population being studied. If sampling techniques were used, these should be explained in detail.

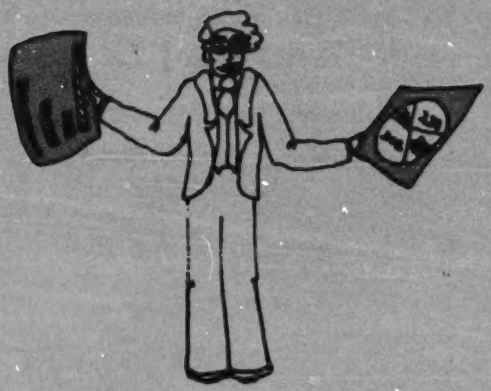
If an occupational advisory committee, student committee, staff committee, and/or other groups were used in designing and conducting the study, this section should reveal how the groups assisted with the study.

Much of the validity and reliability of a follow-up study depends on the questionnaire(s). It is important that a complete description be provided concerning the development of the questionnaire(s) used in the study. If pretesting was used, a short description of what was done and what changes resulted should be reported.

A description should be given of any telephone or personal interview techniques used in the study.

The methods used in data analysis should be described. In most situations, the treatment of the data will not involve more than frequency counts and percentages which require very little explanation.

Data interpretation and conclusions.—The data should be compiled into tables. Where helpful to the reader's understanding, the data should be presented in graphic forms such as bar graphs, pie graphs, etc. The writer must remember that the data is being presented to achieve the objectives of the study.



It is frequently very difficult to convey the proper message when attempting to write about a mass of data. For example, if the writer wants to convey to the reader that support for students in 1970 was $160, in 1971 it was $160, in 1972 it was $173, in 1973 it was $161, in 1974 it was $143, and in 1975 it was $142, it is much easier to present these data in graphic form (see Sample 12). Sample 13 presents vocational education enrollment data in graphic form.

If the writer is aware of any weaknesses or particular limitations of the study, these should be reported.

Writing Style

The writer should make every effort to keep the report simple, clear, and objective. Following are a few suggestions to use in writing the report.

- Do not use personal references.
- Be fairly detailed, but do not use extra words.
- Write in the third person.
- Use precise terms.
- Use a minimum number of abbreviations.

Writing is not easy for most people. It is usually helpful to have a colleague critique your writing or to set the material aside for a few days or weeks. It is amazing what a little time can do for one's writing ability.[2]

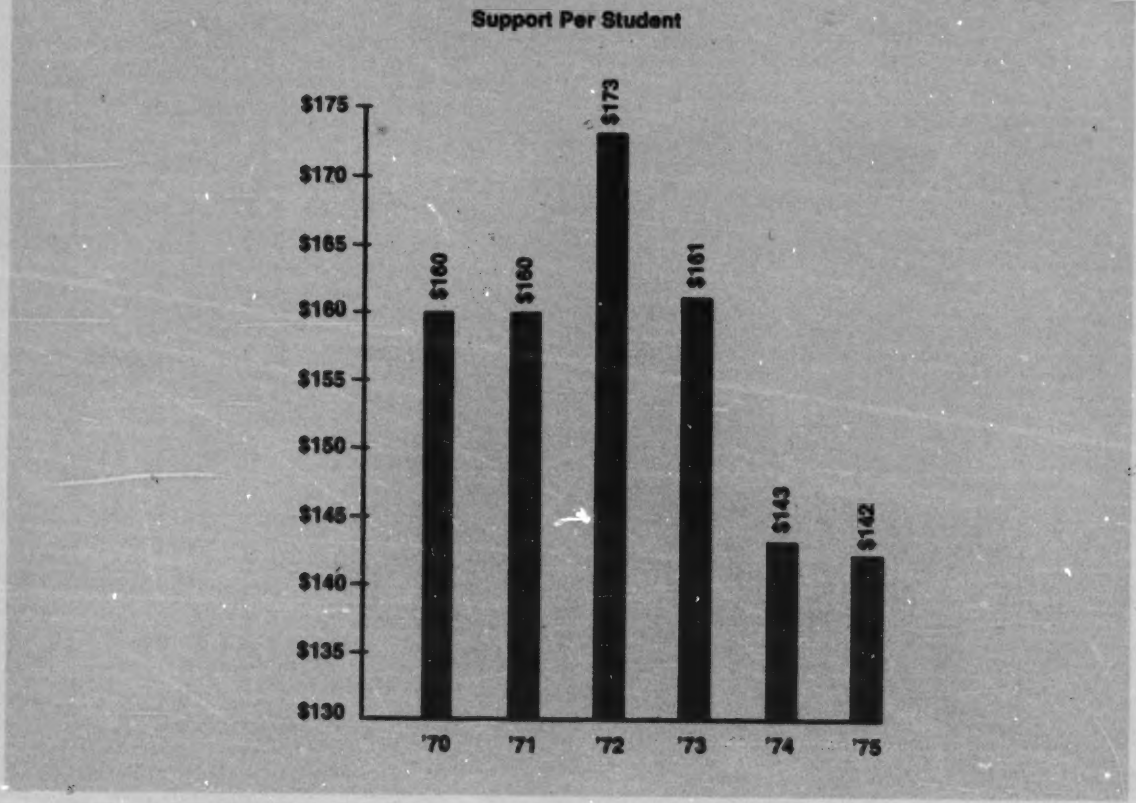
Disseminating the Report

The report should be presented to the school administration. It is the prerogative of the school administration, through the board of education, to release the report to the public. Hopefully, the administration will release the report to the press, the general public, the school staff, students, and any advisory committees.

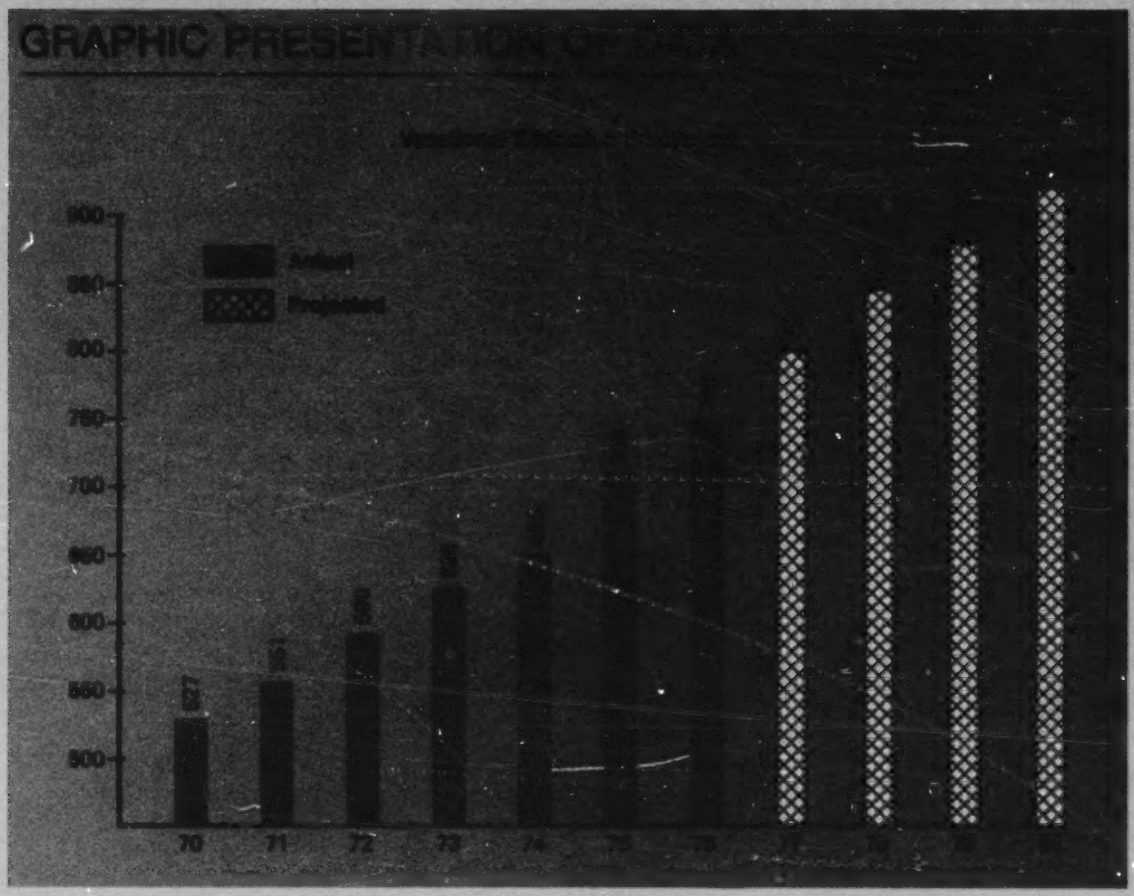
2. To gain additional skill in analyzing data, constructing graphs and tables, and reporting the findings of a survey, you may wish to refer to Module A–3, *Report the Findings of a Community Survey.*

SAMPLE 12

GRAPHIC PRESENTATION OF DATA



SAMPLE 13



Optional Activity

For further information on analyzing and reporting data, you may wish to read the following supplementary references.

- Orlich *et al.*, *Guide to Sensible Surveys*, pp. 90–133.
- Strunk and White, *The Elements of Style*.
- Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, pp. 104–117.

Optional Activity

You may wish to consult with a teacher in your occupational specialty who is experienced in conducting student follow-up studies. Ask him/her to show to you and explain the techniques used to summarize, interpret, and report the findings of the study. You may wish to secure sample tabulation forms, reports, etc. Ask this teacher what he/she would do differently (if anything) were he/she to conduct the study again soon.

The following Case Study provides a very **limited sample** of the type of information received from former students and from employers. Read the information given, and then **interpret** the data in **graphic** form, and write a brief statement of the conclusions you could draw from the data given.

CASE STUDY

Former Student Responses—Percentages

How well did your training prepare you for your present job?

Very well prepared	– 70%
Well prepared	– 20
Not too well prepared	– 8
Very poorly prepared	– 2

Employer Responses—Percentages

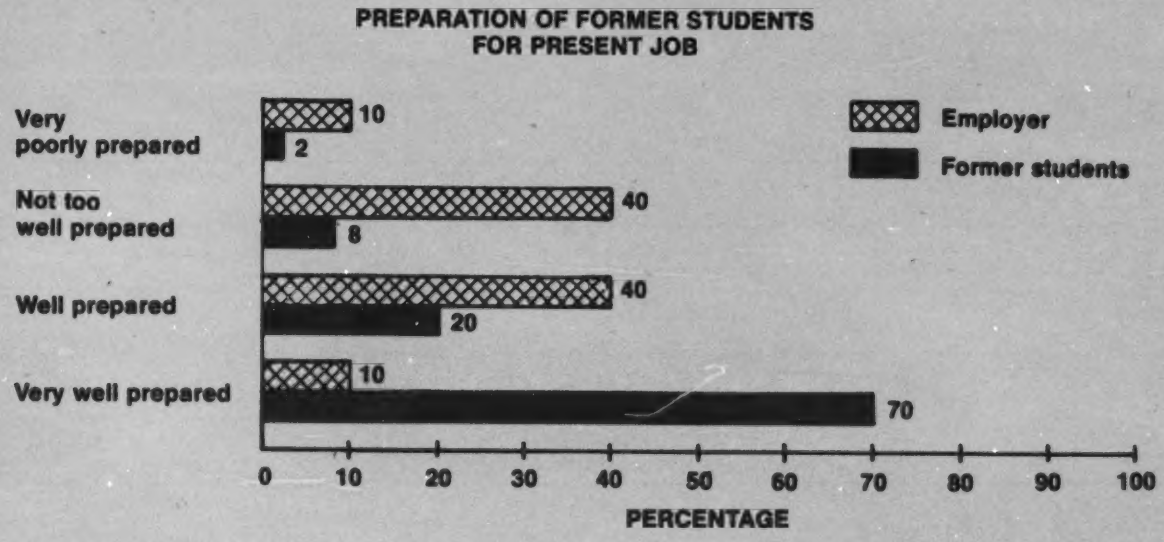
How well prepared were the employees?

Very well prepared	– 10%
Well prepared	– 40
Not too well prepared	– 40
Very poorly prepared	– 10

NOTES

Compare your graphic presentation of the given data and your conclusions with the Model Answer given below. Your graph and conclusions need not exactly duplicate those in the model response, however, you should have covered the same **major** points.

MODEL ANSWER



Conclusions: A study of the data given raises more questions than it answers. This is an excellent example of the pitfalls of insufficient information from which to draw conclusions about a program. Dramatic differences in the responses of employers and former students should serve as a "flag" for the investigator to search for **additional information** to substantiate or reject these data. In such situations, there is always the danger of jumping to conclusions for which there is no supporting information.

Based on these data **alone**, one has to seriously question whether the training program enabled the former students to reach a level of achievement sufficient for them to realize whether or not they were well prepared. The dramatic difference between the reponses of the former students and the responses of the employer leads one to suspect that the ability of the former students to follow directions and to participate effectively in the communication process is inadequate.

LEVEL OF PERFORMANCE: Your completed graph and conclusions should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Summarizing, Interpreting, and Reporting Student Follow-Up Data, pp. 41–46, or check with your resource person if necessary.

NOTES

The following Case Study gives the results obtained from a brief questionnaire mailed to 26 former students in September 1976. Write a **report** in which you **summarize, analyze,** and **draw conclusions** from the student follow-up study data provided.

CASE STUDY

School—Bluedale Tech, Sweetwater, Ohio
Project No.—X-2146-B
Class Dates—September 15, 1974 to June 30, 1975

Food Services Class

Enrollment = 26

What is your present employment status?	No. of Respondents
Full-time	16
Part-time	2
Unemployed	2

How long did it take you to find full-time employment?

Found job as soon as I expected	12
No jobs available	1
Wasn't interested in jobs available	1
Parents wanted me to stay at home	0
Lacked skills or other qualifications for the job available	2
Was too young	1
Got married	0
Wanted more education and/or training	1
Other	2

How did you obtain your present job?

On my own, without anyone's help	1
Private employment agency	0
State employment agency	0
Through parents or relatives	1
Through a friend	2
Was already with same employer	0
Through vocational teacher	2
Through vocational counselor	2
Classified ads	10
Other	2

How well did your training prepare you for your present job?

Very well prepared	6
Well prepared	10
Not too well prepared	3
Very poorly prepared	1

How do you rate your training?

	Excellent	Good	Fair	Poor
Quality of vocational training	9	6	3	2
Physical condition of school	3	7	7	3
Physical condition of shops or labs	6	9	3	2
Teacher interest in students	7	5	7	1
Instructional materials and aids	2	6	8	4
Student counseling	3	5	9	3
Preparation for job interview	1	5	8	6
Job placement of students	1	3	10	6
Practical application of training to job	7	10	2	1
Reputation in community	6	9	4	1

How would you rate the adequacy of your job preparation?

Excellent preparation	5
Adequate preparation	9
Some preparation	3
Little preparation	2
No preparation	1

What are your current wages per week?

Under $101	2
$101–$125	1
$126–$150	1
$151–$175	4
$176–$200	6
$201–$225	5
$226 & over	1

What is your job title?

Short-order cook	4
Chef	14
No job	2

Compare your written report with the Model Report, given below. Your report need not exactly duplicate the model; however, you should have included the same information and reached the same **major** conclusions.

MODEL REPORT

Follow-up of 1974–75
Food Services Class at Bluedale Tech

Food Services Project No. X-2146-B was conducted in Bluedale Tech, Sweetwater, Ohio, from September 15, 1974 to June 30, 1975. Twenty-six students were enrolled in the class.

A follow-up questionnaire was sent to the former students one year after the termination of the instruction in the class. As indicated in Table 1, 20, or 78 percent, of the former students returned the questionnaires.

Presentation and Analysis of Data.

Table 1 reveals that sixteen, or eighty percent, of the respondents indicated that they were employed full-time. Two trainees had obtained part-time employment, and two trainees reported that they were unemployed at the time the survey was administered.

Data in Table 2 reveal the reasons offered by the former students for taking longer than expected to find full-time employment. Twelve, or sixty percent, of the former students reported that they had obtained full-time employment as soon as expected. Various reasons for not finding employment as soon as expected were reported by the other former students. No one factor seemed to be a reflection of the training provided in the food services class.

TABLE 1

PRESENT EMPLOYMENT STATUS OF THE FORMER STUDENTS

Employment Status	Number	Percent
Full-time	16	80
Part-time	2	10
Unemployed	2	10
TOTAL	20	100

TABLE 2

REASONS OFFERED BY FORMER STUDENTS FOR TAKING LONGER THAN EXPECTED TO FIND FULL-TIME EMPLOYMENT

Reasons	Number	Percent
Found a job as soon as I expected	12	60
No jobs available	1	5
Wasn't interested in jobs available	1	5
Parents wanted me to stay at home	0	0
Lacked skills or other qualifications for the jobs available	2	10
Was too young	1	5
Got married	0	0
Wanted more education and/or training	1	5
Other	2	10
TOTAL	20	100

As indicated in Table 3, when asked how they obtained their present jobs, ten, or fifty percent, of the former students reported that they found their jobs through the classified ads of newspapers. Two, or ten percent, of the former students reported that they had received their present jobs through the assistance of either the food services teacher or the vocational counselor. This finding indicates that the placement services available through the food services teacher and the vocational counselor should be analyzed thoroughly. Efforts should be made to improve the placement services for the food services students.

TABLE 3

WAYS FORMER STUDENTS OBTAINED THEIR PRESENT JOB

Ways of Obtaining Job	Number	Percent
On my own, without anyone's help	1	5
Private employment agency	0	0
State employment agency	0	0
Through parents or relatives	1	5
Through a friend	2	10
Was already with same employer	0	0
Through food services teacher	2	10
Through vocational counselor	2	10
Classified ads	10	50
Other	2	10
TOTAL	20	100

Data in Table 4 reveal that the former students indicated they were prepared for their present jobs. Sixteen, or eighty percent, of the former students reported that they were either very well prepared or well prepared. One respondent stated that he/she was very poorly prepared. Three former students reported that they were not too well prepared for their present positions. This finding indicates that, on the whole, the former students feel that they received adequate preparation for their present jobs.

TABLE 4

EXTENT TO WHICH THE FOOD SERVICES CLASS PREPARED FORMER STUDENTS FOR THEIR PRESENT JOBS

Degree of Preparation	Number	Percent
Very well prepared	6	30
Well prepared	10	50
Not too well prepared	3	15
Very poorly prepared	1	5
TOTAL	20	100

Data in Table 5 reveal the ratings of the various aspects of the food services class by the former students. The data indicate that the quality of training, the physical conditions of the shops or labs, the practical application of the training to the jobs, and the reputation of the food services program in the community are rated most highly by the former students. Instructional aids and materials, student counseling, preparation for job interviews, and job placement of students were rated comparatively low by the former students.

These findings indicate that, although a good or excellent job of skill training is being provided to the students, additional attention should be focused on obtaining current instructional aids, student counseling, preparation for job interviews, and job placement. Immediate steps should be taken to remove these weaknesses in subsequent food services classes.

As shown by the data in Table 6, fourteen, or 70 percent, of the trainees reported that the food services class had given them excellent or adequate preparation for their present jobs. This finding indicates that most of the trainees felt that their vocational training was helpful and related to their present job.

Table 7 contains data relative to the weekly pay of the former students on their present job. As shown by the data, the former students who were unemployed or employed on a part-time basis were earning less than $100 per week. Eighteen, or 90 percent, of the respondents were earning more than $100 per week on their present jobs. These data indicate that the weekly wages obtained by the former students on their jobs are probably satisfactory as beginning wages for most of the former students.

Eighteen, or 90 percent, of the former students have obtained employment either as chefs or short-order cooks. Although two of the former students are unemployed, it appears that the class has been successful in preparing students for employment in their area of training.

TABLE 5

RATINGS OF VARIOUS ASPECTS OF THE FOOD SERVICES CLASS BY THE FORMER STUDENTS

Aspects	Excellent		Good		Fair		Poor		TOTAL	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Quality of training	9	45	6	30	3	15	2	10	20	100
Physical condition of school	3	15	7	35	7	35	3	15	20	100
Physical condition of shops or labs	6	30	9	45	3	15	2	10	20	100
Teacher interest in students	7	35	5	25	7	35	1	5	20	100
Instructional materials and aids	2	10	6	30	8	40	4	20	20	100
Student counseling	3	15	5	25	9	45	3	15	20	100
Preparation for job interview	1	5	5	25	8	40	6	30	20	100
Job placement of students	1	5	3	15	10	50	6	30	20	100
Practical application of training to job	7	35	10	50	2	10	1	5	20	100
Reputation in community	6	30	9	45	4	20	1	5	20	100

TABLE 6

EXTENT TO WHICH THE FOOD SERVICES CLASS PREPARED STUDENTS FOR PRESENT JOBS

Preparation	Number	Percent
Excellent preparation	5	25
Adequate preparation	9	45
Some preparation	3	15
Little preparation	2	10
No preparation	1	5
TOTAL	20	100

TABLE 7

WEEKLY PAY OF FORMER STUDENTS ON THEIR PRESENT JOBS

Pay Per Week	Number	Percent
Under $101	2	10
$101–$125	1	5
$126–$150	1	5
$151–$175	4	10
$176–$200	8	30
$201–$225	5	25
$226 and over	1	5
TOTAL	20	100

TABLE 8

JOB TITLES OF FORMER STUDENTS ON THEIR PRESENT JOBS

Job Title	Number	Percent
Short-order cook	4	20
Chef	14	70
No job	2	10
TOTAL	20	100

Summary and Recommendations

Results of the follow-up study indicate that the majority of the former students responding indicated that they had received quality training in the food services class. These results were further substantiated by the data which revealed that 80 percent of the respondents were employed full-time and that 90 percent of the respondents had employment in which their food services skills could be used.

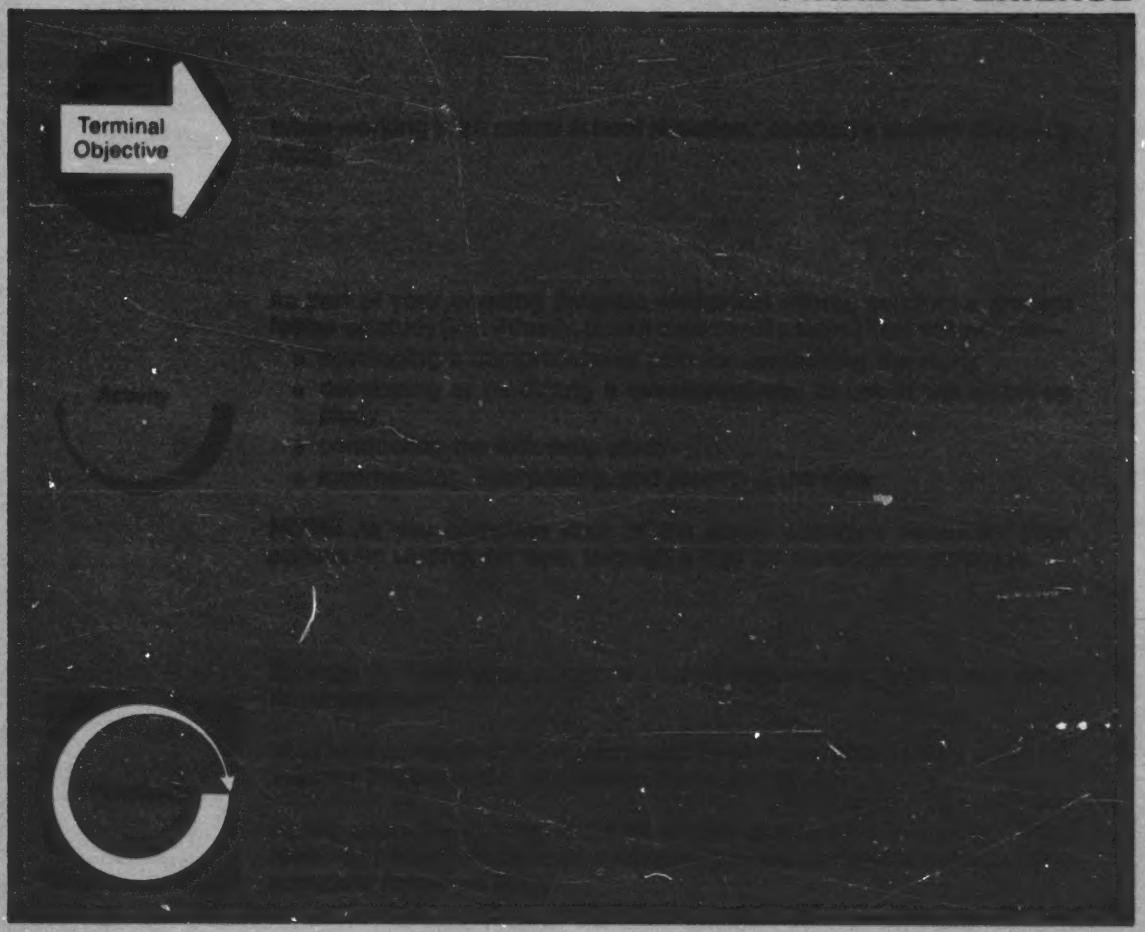
The major weaknesses identified in the follow-up by the former students were (1) the lack of current instructional aids, (2) the absence of counseling services, (3) the lack of preparation for job interviews, and (4) the inadequacy of the job placement services offered by the school. It is recommended that immediate attention be focused on improving the services available to the former students in these areas.

LEVEL OF PERFORMANCE: Your completed report should have covered the same major points as the model. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Summarizing, Interpreting, and Reporting Student Follow-Up Data, pp. 41–46, or check with your resource person if necessary.

NOTES

Learning Experience IV

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Conduct a Student Follow-Up Study (A-10)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In developing plans for conducting the student follow-up study, the teacher:						
1. secured the support and approval of appropriate administrative officials to conduct the study	☐	☐	☐	☐	☐	☐
2. revealed how the following groups would assist in conducting the study:						
a. occupational advisory committee	☐	☐	☐	☐	☐	☐
b. students	☐	☐	☐	☐	☐	☐
c. teachers	☐	☐	☐	☐	☐	☐
d. school administrators	☐	☐	☐	☐	☐	☐
e. counselors	☐	☐	☐	☐	☐	☐
f. board of education members	☐	☐	☐	☐	☐	☐
3. considered the following pertinent factors in determining the best follow-up procedure to use:						
a. kind of data needed	☐	☐	☐	☐	☐	☐
b. amount of data to be obtained	☐	☐	☐	☐	☐	☐
c. sources of data	☐	☐	☐	☐	☐	☐
d. amount of time available	☐	☐	☐	☐	☐	☐
e. amount of money available	☐	☐	☐	☐	☐	☐
4. clearly stated the objectives of the follow-up study	☐	☐	☐	☐	☐	☐
5. clearly identified the classes of former students to be studied	☐	☐	☐	☐	☐	☐
6. designed a mailing pattern which included:						
a. cover letters	☐	☐	☐	☐	☐	☐
b. questionnaires and return envelopes	☐	☐	☐	☐	☐	☐
c. follow-up letter	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
d. thank-you reminder cards	☐	☐	☐	☐		
e. appropriate timing	☐	☐	☐	☐		
7. designed telephone interviews and/or personal interviews where appropriate	☐	☐	☐	☐		
8. developed a schedule of activities with time specifications and assignments	☐	☐	☐	☐		
In developing or modifying the questionnaire(s), the teacher:						
9. obtained a copy of the objectives of the program	☐	☐	☐	☐		
10. developed appropriate criterion questions for the program objectives	☐	☐	☐	☐		
11. developed questionnaire items that would answer the criterion questions	☐	☐	☐	☐		
12. organized related questionnaire items into appropriate sections	☐	☐	☐	☐		
13. prepared questionnaire(s) in an attractive and easy-to-read format	☐	☐	☐	☐		
14. pretested the questionnaire(s)	☐	☐	☐	☐		
In conducting the follow-up study, the teacher:						
15. followed the planned mailing pattern	☐	☐	☐	☐		
16. kept a daily record of items mailed to individuals and items received from individuals	☐	☐	☐	☐		
17. kept detailed records of phone calls or personal interviews, if any, with former students and their employers	☐	☐	☐	☐		
In summarizing, interpreting, and reporting the data, the teacher:						
18. prepared tables for recording the responses	☐	☐	☐	☐		
19. computed the response totals and percentages accurately	☐	☐	☐	☐		
20. included accurate and complete sections explaining: a. objectives	☐	☐	☐	☐		
b. methodology used	☐	☐	☐	☐		
c. data interpretation and conclusions	☐	☐	☐	☐		
21. wrote the report(s) in a simple, clear, and objective style	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials

Resource Person Guide to Using Performance-Based Teacher Education Materials

Guide to the Implementation of Performance-Based Teacher Education

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